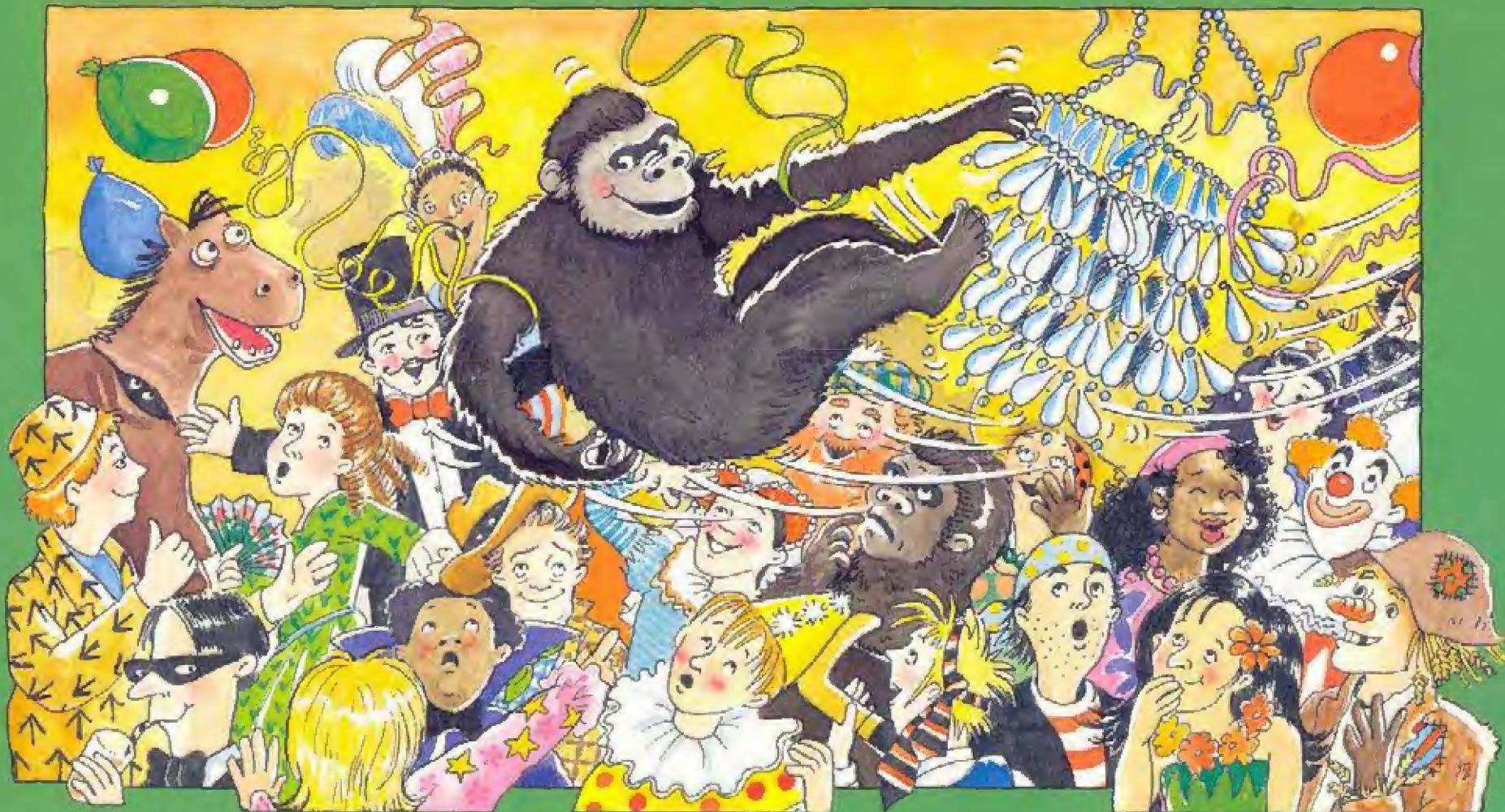


Pictures for Writing

..... Book 2



Pictures for Writing

..... **Book 2**

Mary Stephens

Contents

Unit	Language	Key Vocabulary	Writing Skill
1 You're a Star	present simple tense; likes, dislikes	personal appearance	paragraph topics; punctuation
2 Horoscopes	<i>going to</i> for predictions imperatives	personal qualities signs of the zodiac	conjunctions to join sentences
3 Robin Hood's Day	present simple tense (routine)	plot-related vocabulary	ordering paragraphs/sentences in a paragraph punctuation
4 Tell Me How!	imperatives; sequencers (<i>first, then, etc.</i>)	preparing food	ordering instructions in a paragraph
5 The Monster of the Lake	past simple tense	plot-related vocabulary	punctuating speech
6 Look After Yourself!	imperatives	health and fitness	ordering sentences in a paragraph; punctuation
7 Tarzan	present simple tense	plot-related vocabulary	topic sentences; ordering sentences in a paragraph
8 The Unicorn	past simple tense; articles	plot-related vocabulary	dividing a text into paragraphs
9 Witness	past simple tense	plot-related vocabulary	topic sentences; ordering sentences in a paragraph
10 Magic Carpet	past simple tense	vehicles/transport	starting and finishing paragraphs
11 Welcome to Scotland	past simple/present perfect tenses adjectives/adverbs	winter holidays	addressing a letter punctuation
12 Notices and Messages	abbreviated sentences	theme-related vocabulary	abbreviating/expanding sentences
13 Be a Poet	present/past simple tenses	theme-related vocabulary	finding rhymes
14 Seaside Fun	past simple tense	clothes	avoiding repetition (using <i>they, them, their</i> and <i>it</i>) ordering paragraphs
15 Love is Blind	past simple tense	personal appearance	ordering paragraphs; planning paragraph topics
16 Gorilla at the Party	past simple tense	plot-related vocabulary	correcting a first draft (verbs and punctuation)
17 Have You Got a Problem?	<i>should</i> (advice); imperatives	theme-related adjectives	ordering words in a sentence
18 Life With the Circus	Wh-questions (present/past simple tenses)	the circus	planning a paragraph topic writing sentences from notes
19 King Arthur	infinitives to express purpose	plot-related vocabulary	planning paragraph topics for a story
20 Danger on the Road	present continuous tense <i>should/shouldn't</i>	safety on the road	word order in a sentence
21 What do You Think?	present simple/continuous tenses <i>should/shouldn't</i>	theme-related vocabulary giving opinions	'linking' a list (<i>to begin with, also, finally</i>) ordering sentences in a paragraph
22 We'd Like to Meet You	present perfect tense	pop concerts; music	paragraphing; correcting a first draft

Introduction

Writing Task

writing a description of yourself, your likes and dislikes

writing a 'horoscope'

writing the final paragraph of a daily routine

writing instructions using sequencers

writing the final paragraph of a story

writing/making a poster

writing a film review

writing the final paragraph of a story

writing the final paragraph(s) of a police statement

writing the final paragraph(s) of a travel diary

writing the final paragraph(s) of a letter

writing messages

writing a non-rhyming poem

writing a letter

writing the last paragraph(s) of a story

writing the final paragraph of a story

writing a letter asking for/giving advice

writing a story

writing a story

writing/making a poster

writing about opinions

writing a formal letter of invitation

Background

Pictures for Writing 2 is the second book in a picture composition series, designed to be used by pre-intermediate learners in conjunction with course books. The book takes students through some of the basic processes of writing, starting from simple punctuation, and progressing to paragraphing and finally to more extended writing.

The full-page pictures are varied in type: some are designed to stimulate creative writing, others to present more practical themes to lay foundations for eventual PET or FCE studies. Writing tasks include activities such as writing instructions, a film review, a police statement, formal and informal letters.

The process of writing is dealt with systematically. Skills practised include: planning, writing topic paragraphs (and topic sentences within paragraphs), sequencing and punctuation. Error-correction exercises provide a first step towards the concept of drafting and redrafting.

Unit Structure

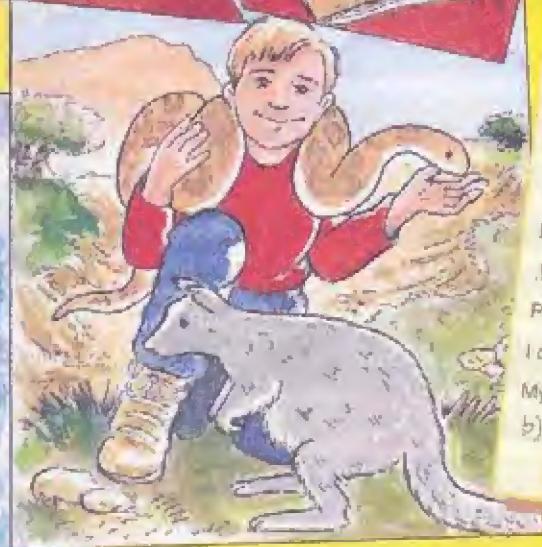
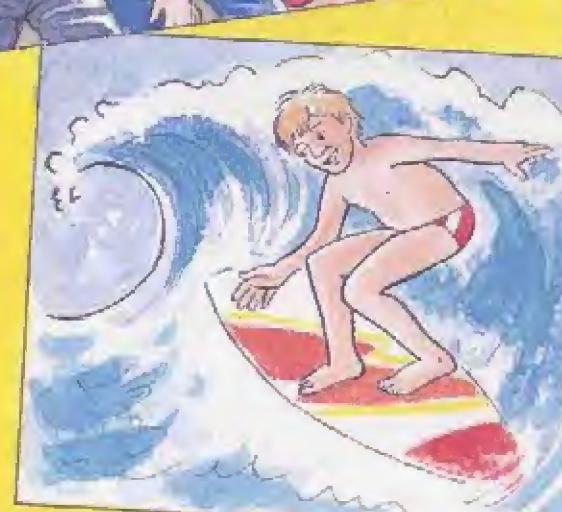
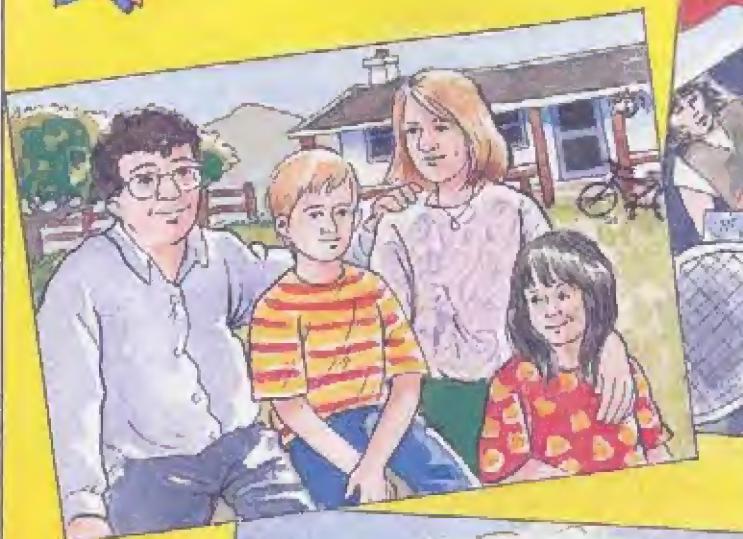
Each unit covers two pages. The first page contains the picture stimulus. The second consists of four sections:

The Vocabulary section exploits the lexis related to the picture or to the topic area generally.

Comprehension questions exploit the pictures and can be used to elicit more vocabulary and to practise language needed for the writing task.

Prepare for Writing focuses on the systematic development of students' writing skills, preparing for activities in the final writing task in each unit.

Writing encourages students to use the skills they have practised in a writing task related to the original picture stimulus.



Would You
Like To Be
Our Star Of
The Week?

Just send some photos and fill in
the form below.

Name: Luke Jacobs

Age: 14

I live: in Australia, on a farm

Family: Mum, Dad, 1 sister,
1 brother (married)

I like: dancing, playing the
guitar, going to parties.

I don't like: tidying my room,
homework, rock and roll music

Favourite sports: Swimming,
volleyball, Tennis

Pets: a snake, a kangaroo

I collect: posters, postcards

My ambition is: a) to be a doctor
b) to go to Disneyland

A Vocabulary

Find the opposites of these adjectives.

- a) tall b) fat c) sad d) old e) plain
- f) dark g) confident

pretty fair shy **short** ^{a)} happy slim young

2 Match the two parts of the sentences.

- a) I don't like going to bed
- b) I live in Australia
- c) I collect posters
- d) I want to be a doctor

and go to Disneyland.
and photos of my favourite
film stars.
but my brother lives in
America.
or getting up early.

B Comprehension

- a) Describe Luke and his family.
- b) Where does he live?
- c) What does/doesn't he like doing?
- d) Now tell the class about your life.

C Prepare for writing

1 Put full stops (.) and capital letters in this article.

Teenmag: Star of the week

My name is Luke Jacobs and I am 14 years old. I live in Australia with my sister Fiona and my mum and dad. My brother is married and lives in America.

I like dancing and playing the guitar. I also like going to parties. I don't like tidying my room, homework or rock and roll music. My favourite sports are swimming, volleyball and tennis.

I've got two pets - a kangaroo called Jackson, and a snake. I collect posters of my favourite pop groups, and postcards. My ambition is to be a doctor - and to go to Disneyland.

3 Look at the article about Luke. There are four paragraphs. Match the paragraphs with the topics.

- paragraph 1 my likes and dislikes, sports
- paragraph 2 my ambition
- paragraph 3 my pets, what I collect
- paragraph 4 my name, age, family, country

D Writing

1 You want to be 'Star of the Week'! Fill in the form.

Name:	Age:
My Family:	I live:
I like:	I don't like:
Pets:	I collect:
Favourite sport:	My favourite film star:
My ambition is:	

2 Now write about yourself. Use the paragraph topics in Exercise C3.

2

Horoscopes



A Comprehension

- a) What's going to happen to George on Wednesday?
- b) What advice can you give to him?
- c) What is going to happen to Tulay on Saturday?
- d) What advice can you give?

B Vocabulary

1 Put the letters in brackets in order to make adjectives.

- a) Gemini: he's very f.....ny. (yfnnu). He tells a lot of jokes.
- b) Libra: don't be so l..... (alzy)! Do some work!
- c) Scorpio: he's always j..... (jalusoe). He always thinks his girlfriend has another boy.
- d) Cancer: don't be m..... (emosl(l). I know you're wonderful!
- e) Aquarius: she's really i..... (teinllgenit). She's going to be a doctor.

Astrologers say that 'Leos' are confident. What sort of person are you?

2 Write out this horoscope.

Wednesday: Taurus

You're going to  someone special on Wednesday. Don't  her and tell her you like her. Just be natural – and have a good  with your friends. Perhaps she will  you  at the end of the week!

C Prepare for writing

1 Match the two parts of the sentences.

- a) This is your lucky day
- b) Don't spend it all now
- c) Put the money in the bank
- d) Your dream holiday can

come true

if you are careful now.
so you can't spend it.
because you're going to get
a lot of money.
or you will be sorry later.

2 Put these verbs into the future with 'going to'.

- a) You / receive / invitation / party.
You are going to receive an invitation to a party.
- b) You / get married / next year.
- c) You / have / ten children.
- d) You / become / a millionaire.
- e) You / pay me / a lot of money for this horoscope!

D Writing

Look at the pictures.



What is going to happen to this person next Friday?

What advice can you give her?

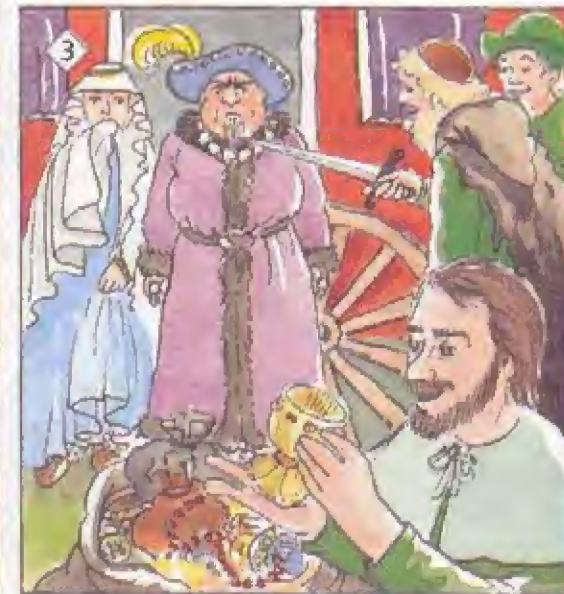
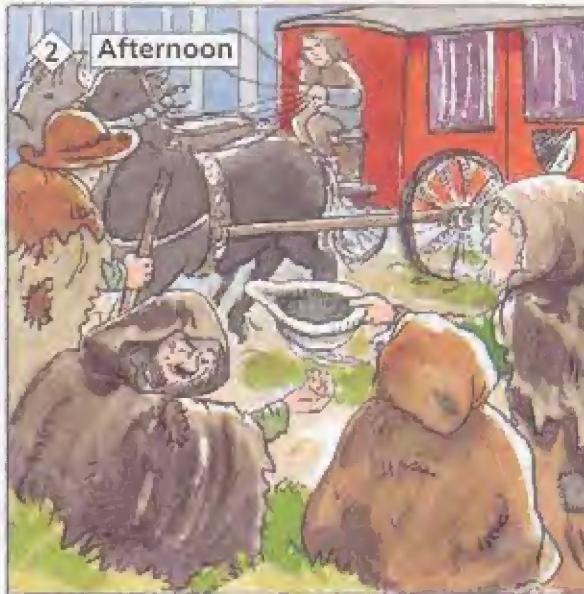
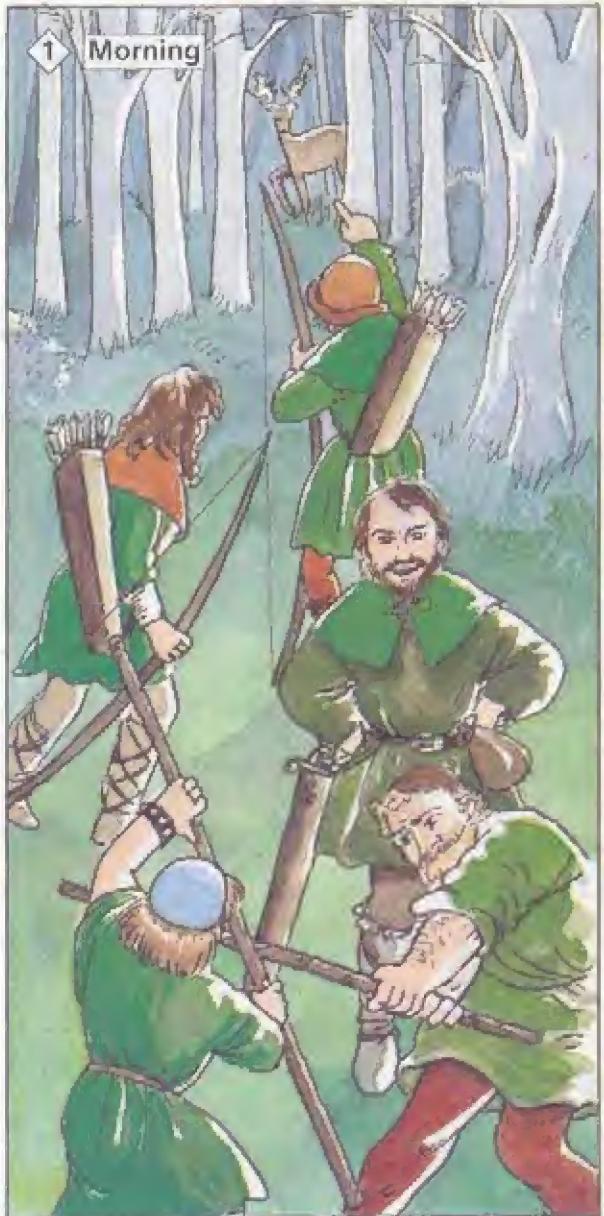
Now complete the horoscope.

Friday: Virgo

Oh dear! Next Friday

3

Robin Hood's Day



A Vocabulary

Match the words with the meanings.

- a) You wear this so nobody can recognise you.
- b) You find these in rings and necklaces.
- c) You can shoot these from a bow.
- d) You can hunt this animal.
- e) You can be the winner in this.

jewels
a deer
a competition
a disguise
arrows

B Comprehension

- a) What do Robin and his men do in the mornings?
- b) What do they do after lunch?
- c) Who do they rob?
- d) What do they do with the money and jewels?
- e) What else do they do in the evening?

C Prepare for writing

1 Robin Hood is going to write three paragraphs on these topics:

- a) a typical evening
- b) hunting and training
- c) robbing the rich

What is the best order for the paragraphs? Why? Write the topics a), b) and c) in the boxes.

1

2

3

2 Put the sentences in the first paragraph in the right order. Underline the words which help you to do this.

My day starts at 6 am after the sun comes up. Then, before lunch, we have competitions to see who is the strongest. He is a big man and is very difficult to beat. In the morning we make bows and arrows. The winner of the competitions is usually Little John.

3 Punctuate the second paragraph with capital letters, full stops (.), and commas (,).

After lunch we dress up as old men we go to the road in the forest we often see travellers on their way to town some of them are very rich because they make poor people pay taxes they have beautiful clothes and jewels we take all their money

D Writing

Now imagine you are Robin Hood. Look at the pictures and write a paragraph about the evening. Use the present simple tense.

In the evening we

4

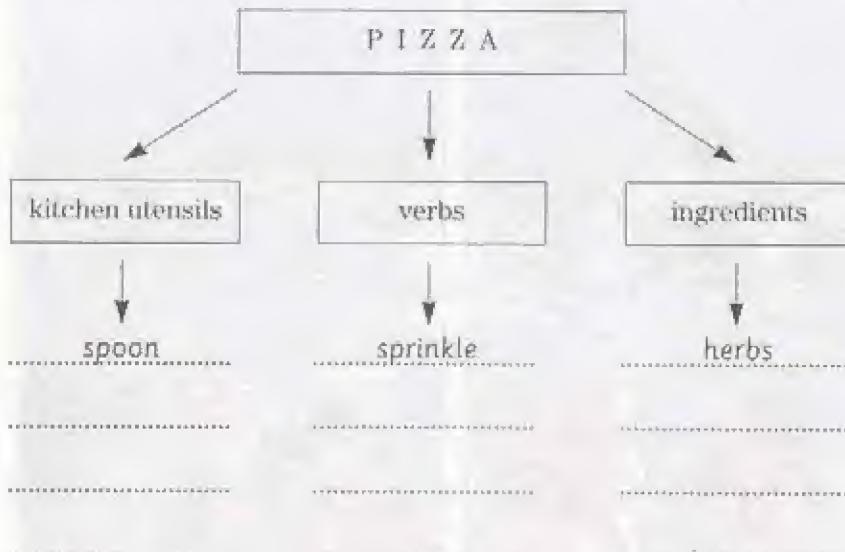
Tell Me How!



A Vocabulary

Write each word in the correct list.

pizza dough spoon herbs baking tray sprinkle roll out
 knife cheese slice rolling pin peppers fry



B Comprehension

- What do you do with the pizza dough?
- How do you cook the onions and tomatoes?
- What do you do next?
- What do you sprinkle on top of the pizza?
- How long do you cook the pizza for?

C Prepare for writing

1 Look at the pictures again, then put the instructions in the right order.

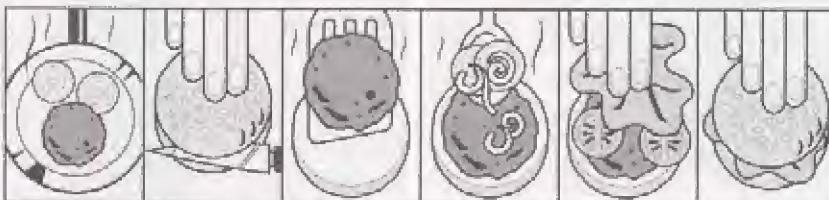
- Sprinkle some cheese on top of the vegetables.
- Finally, cook the pizza in the oven for about 20 minutes.
- 1 First, roll out the pizza dough and put it on a baking tray.
- When the onions are brown, put them on the pizza base.
- After that, slice the other vegetables and put them on top of the onion and tomato mixture.
- Don't forget to decorate with olives and herbs.
- Next, slice the tomatoes and onions and fry them gently in a pan for about five minutes.

2 Underline the imperative verbs in the instructions above. Then underline the sequence words.

D Writing

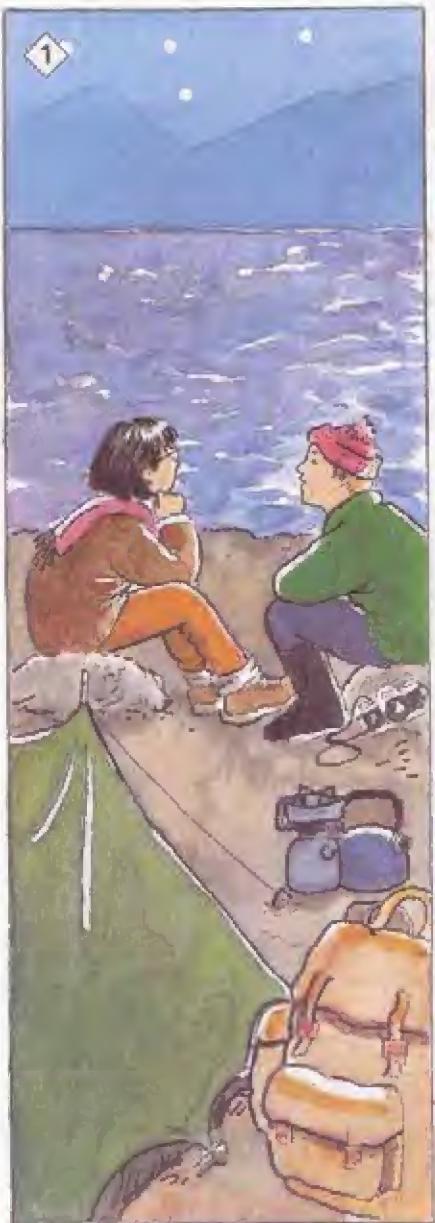
Now write instructions for preparing a hamburger. Include some sequence words.

Prepare a hamburger



5

The Monster of the Lake



A Comprehension

- a) Where did Mr and Mrs Smith camp?
- b) What did they see in the water?
- c) What did Mr and Mrs Smith do?
- d) What did the police and reporters see?

B Vocabulary

Here is Mrs Smith's story. Fill the blanks with the words from the box.

three mysterious beautiful stars photo lake police
beside shapes splash frightening

It was a beautiful night and John and I were sitting 2..... the 3....., watching the 4..... . Suddenly, I heard a 5..... and looked out into the lake. I saw 6..... strange shapes in the water. Slowly, the 7..... came nearer. They were very 8..... and "9.....! 'Quick, John,' I said. 'Take a 10.....! And telephone the 11....., too!'

C Prepare for writing

1 Use these words to help you write the reporter's questions. Then answer them.

- a) 'Why / you / come / the lake?'

Why did you come to the lake?

- b) 'Where / be / you / when / you / see / the monsters?'

- c) 'What / the monsters / look like?'

- d) 'What / you / do / after / that?'

2 Put speech marks where necessary.

a) 'We were beside the lake,' said Mr Smith, 'when we first saw the monsters.'

b) We knew the stories about the monster, of course, Mrs Smith said. Tourists like us enjoy a mystery.

c) We thought it was all rubbish, they said, until we saw the monsters!

d) Mr Smith explained, They were like prehistoric animals.

D Writing

Did the monsters appear again? What happened to Mr Smith's photo? Explain where the monsters came from.

Now write the last paragraph of the story.

When the police and reporters arrived at the lake, there was no sign of the monsters!

6

Look After Yourself!



A Comprehension

- Is the family in picture 1 healthy? Why / Why not?
- What are the people in picture 2 doing?
- What advice can you give the first family?

B Vocabulary

Put these words in alphabetical order. Then match the words with the meanings.

fit healthy fast food
lung cancer overweight heart disease

- not ill: healthy.... b) too fat: overweight....
- illnesses you get from smoking: lung cancer and heart disease....
- in good physical condition: fit....
- food like chips, crisps and hamburgers: fast food....

C Prepare for writing

1 Here is the first part of a poster. Fill the blanks with verbs from the box.

help try become take start

Do

STAY HEALTHY

Take... lots of exercise! Sports like swimming, cycling and football you to stay fit. to do a little every day. Overweight children overweight adults so now before it's too late!

2 In your notebook, put the sentences in this paragraph in the right order.

Don't

smoke. Secondly, it causes lung cancer and heart disease. First of all, smoking gives you bad breath. There are two good reasons for this!

3 Put capital letters, full stops (.) or exclamation marks (!) in the next part.

D~~on't~~ don't spend all your time in front of the TV! ~~get~~ get out in the fresh air and talk to your friends playing a sport or going out in a group is much more fun

D Writing

Now make your own poster. Use some ideas from the pictures and add some of your own. Draw some pictures too.

STAY HEALTHY

Do

.....
.....
.....

Don't

.....
.....
.....
.....

7

Tarzan



A Vocabulary

Find the names for these films in the box.

- a) films about falling in love
- b) films with exciting action, like exploring the jungle or climbing mountains
- c) films which are funny
- d) films about the future (or how we imagine it)

adventure comedy romance science fiction

B Comprehension

- a) Why does the ape take the baby?
- b) Where does the baby grow up? Who are his friends?
- c) What happens when the young woman arrives?
- d) How do Tarzan and Jane leave the jungle?

C Prepare for writing

1 We use the simple present tense to tell the story of a film. Read the start of this review and put the verbs into the simple present tense.

name of film: 'Tarzan' type of film: adventure

main characters: Tarzan. A chimpanzee. His girlfriend, Jane.

plot (story): A plane ¹...~~crashes~~... (crash) in the jungle. A baby escapes. He is alone. He ²..... (start) to cry.

Kala the ape ³..... (hear) him. She ⁴..... (find) the baby and ⁵..... (take) it to her home in the trees. She ⁶..... (call) the baby Tarzan.

Tarzan ⁷..... (grow) up happily with the ape family.

2 A paragraph usually begins with a topic sentence. This sentence introduces the main idea of the paragraph. The topic sentence is underlined in the next paragraph. Write the other sentences in the correct order.

One day some people come to the jungle. In the end Tarzan goes to England with Jane. He saves her from a lion because he loves her so much. One of them is Jane. Tarzan falls in love with her. He takes her to his home in the trees. He becomes a rich and important man.

3 You can end your film review like this:

comments : 10/10! One of the best films of the year!

I didn't think this film was very good.

D Writing

Talk about a film you have seen. Then write a review.

Remember to include:

name of film: type of film:

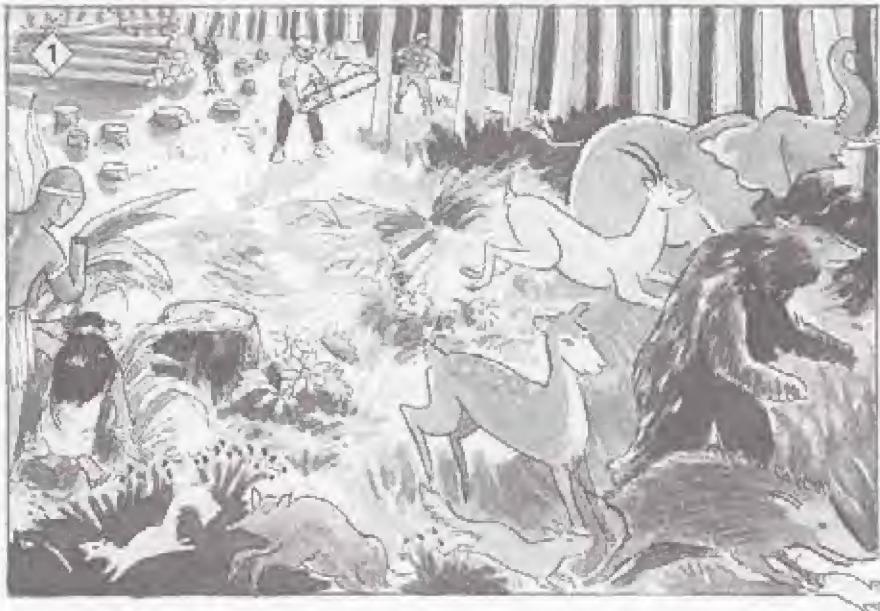
main characters:

plot (story):

comments:

8

The Unicorn



A Vocabulary

Match the words with the meanings.

- a) wildlife
- b) woodsman
- c) tribesman
- d) unicorn

person who lives in a tribe
imaginary animal with one horn
person who cuts down trees
all animals and plants in fields
and forests

Check your answers in a dictionary if you can.

B Comprehension

- a) Why did the men come to the forest? What happened to the animals?
- b) Describe what the woodsmen saw while they were eating.
- c) Who else saw the unicorn? What do you think it told them?
- d) What do you think the animals and tribesmen did?

C Prepare for writing

1 In your notebook put the missing words ('a' and 'the') in the tribesman's story.

Q

The Tribesman's Story

the

'I am ~~a~~ tribesman and before all this began I lived in ~~the~~ forest. I had nowhere to go when woodsmen came. My family and I went to river. Suddenly, strange white animal appeared. It spoke strange language – but somehow we all understood! We followed it back to woodsmen's camp.'

2 A paragraph contains a group of sentences on the same topic. We start a new paragraph for each new topic.

One of the woodsmen is writing his story. Divide the text into three paragraphs.

The Unicorn

'I work for a large furniture company. We cut down trees in the forest. Nothing important lives there – only animals and tribesmen of course! One night we were in the forest. It was nearly dark. Suddenly one of our men shouted. I saw a strange animal. It was white and it had a horn on its head. The next minute it was not there! We thought it was a ghost! Next day we cut down some trees. We killed some of the wildlife. But the tribesmen and most of the animals ran to another part of the forest.'

D Writing

1 Talk about these questions.

What happened to the woodsmen when the tribesmen and animals reached the camp? Did they get their forest back?

2 You are a woodsman. Write the last paragraph of the story.
Here is the topic sentence.

The animals and the tribesmen arrived at the camp.



A Vocabulary

Fill the blanks with the words below.

garage spray thieves boot

- a) ... Thieves ... are people who steal.
- b) You put your car in a g..... at night.
- c) You can use an aerosol s..... to paint your car.
- d) You put your suitcase in the b..... of your car.

B Comprehension

Look at the picture carefully for one minute. Now cover it. Is the information below correct? If not, write the correct information.

- a) There were five thieves near the car.
- b) The thieves were spraying the car blue.
- c) There were three garages behind the thieves.

What else can you remember?

C Prepare for writing

1 Fill in the blanks in Mark's police statement. Use the past simple or past continuous tense.

At 9 o'clock last night I ¹ decided. (decide) to take my dog for a walk. I ² (go) down a dark alley when the dog ³ (run away). I ⁴ (try) to catch him when I ⁵ (see) some men.

2 All these sentences together make one paragraph. One of them is the topic sentence. It introduces the main idea of the paragraph. Which sentence is it?

- He was putting them into one of the empty garages.
- One of them was changing the number plates, and another man was spraying the car a different colour.
- One man turned and saw me!
- When I was close enough, the first thing I noticed was a man carrying bags of money.
- The other men were working on the car.
- I couldn't see what the men were doing at first because it was so dark, so I moved a little closer.

Now put the sentences in the correct order. Write the paragraph in your notebook. (Do not start each sentence on a new line.)

D Writing

You are Mark. Write the last paragraph(s) of your statement.

How did you feel? What did you do?

What did the thieves do? What happened then?

The third man turned and saw me!

.....
.....

signed: In the presence of

10 Magic Carpet



A Comprehension

- a) Where did Maria and Ali buy the carpet?
- b) What happened when they sat on it?
- c) What did they see?
- d) Why did the American offer them \$5000?
- e) Imagine you have a magic carpet. Where do you want the carpet to take you?

B Vocabulary

How many vehicles can you find in the puzzle?

s f p b l v a n x a
h e l i c o p t e r
i r a c b u s p y j
p r n y b t o r a e
p y e c o a c h c e
t c t l a n t e h p
c a r e t k n b t i

C Prepare for writing

1 A paragraph is a group of sentences on the same topic. The first and last sentences are very important.

The first sentence introduces the topic of the paragraph, and the last sentence links with the next paragraph.

In your notebook, write these sentences in the correct order to make a paragraph.

We knew the carpet was special when we bought it. The man in the market told us it was magic! The next day we discovered we were wrong! We didn't believe him. It had strange stars and figures on it.

2 Here are the first and the last sentences in the next paragraph of the story. In your notebook write the middle of the paragraph (two or three sentences).

We were sitting on the carpet watching TV when it all began.
..... Then the carpet went down, and we were in England.

3 Write the first and the last sentences for the next paragraph of the story.

..... We visited the Tower of London and Big Ben. Then we took a tourist bus and saw Buckingham Palace and Tower Bridge.

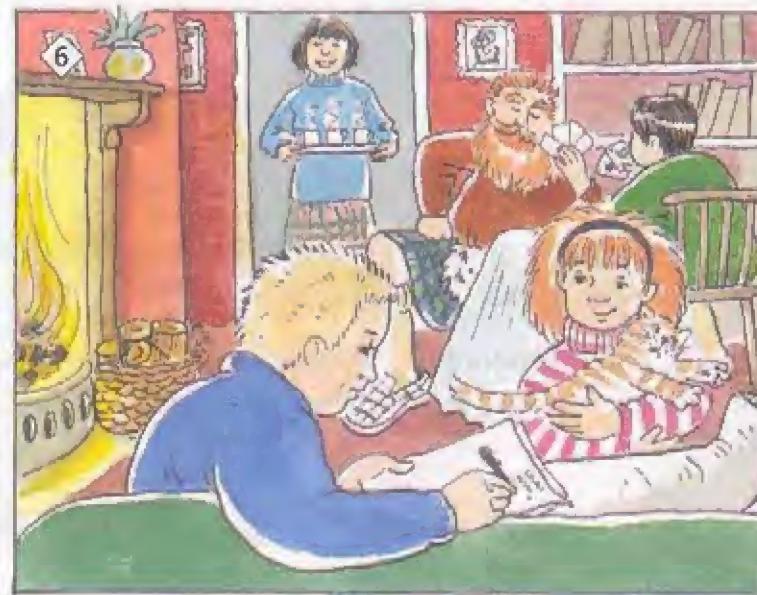
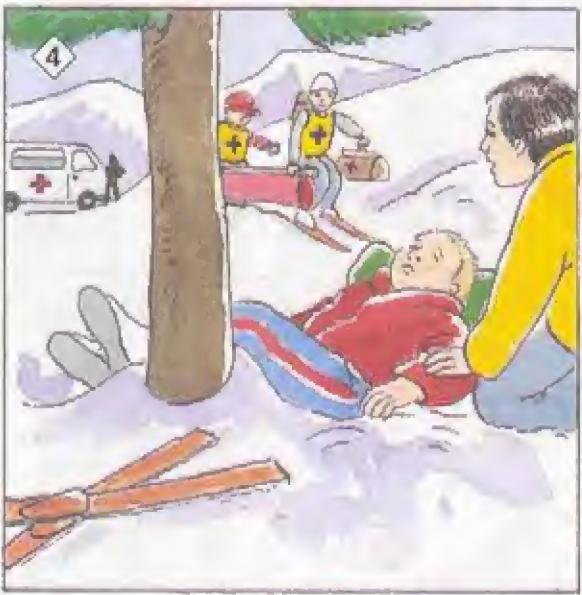
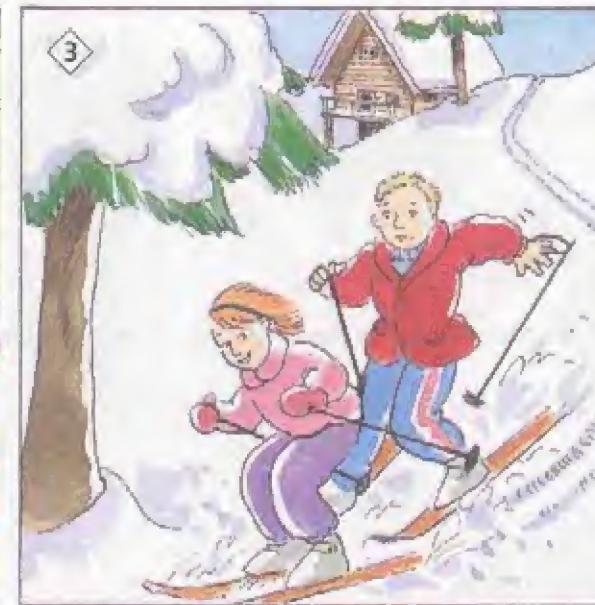
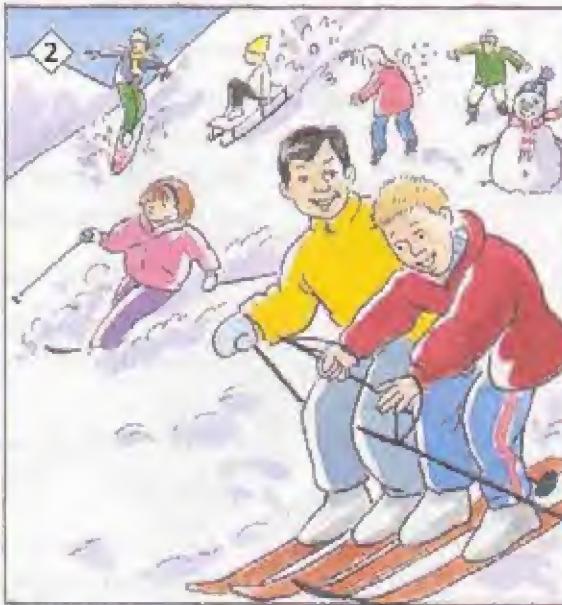
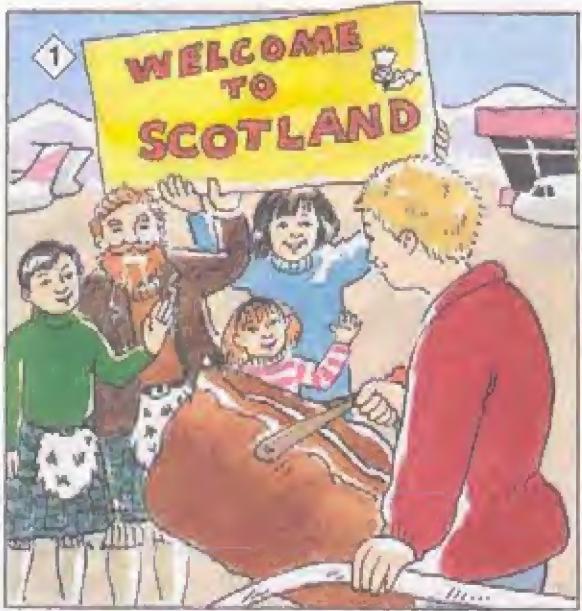
D Writing

Now finish this travel diary. Remember how to write the first and last sentences!

When we looked down, we saw that this time we were in America.

11

Welcome to Scotland



A Comprehension

- a) How is Sam spending his winter holidays?
- b) What nice things has he done today?
- c) What else has he done? How did it happen?
- d) Where did he have to go?

B Vocabulary

Can you find these things in the pictures?

a snowman a snowball an ambulance
a stretcher a kilt a chalet

C Prepare for writing

1 This is Sam's letter to his friend, Kim. Put the verbs in the correct tense – present perfect or past simple.

Snow House
Ben Nevis
Scotland
December 24

Dear Kim,
Sorry I ¹ ~~didn't come~~ (not come) to see you to say goodbye last night, but I ² (not have) time!
Today, I ³ (have) an unusual day and it hasn't finished yet! I ⁴ (make) a snowman, I ⁵ (have) my first snowball fight, I ⁶ (learn) how to ski - and I ⁷ (break) my leg! Let me start from the beginning.
When I ⁸ (get) off the plane, the family were there to meet me. We ⁹ (drive) through the snow to a little chalet in the mountains. First we ¹⁰ (have) lunch and then we ¹¹ (go) skiing (wow!).

2 Fill the blanks with the adverbs and adjectives from the box.

well happy badly kind slowly
thick carefully embarrassed

I started ¹ ~~slowly~~ at first. The snow was very ² In the beginning I fell a lot and was ³ ! The other children skied ⁴ but they were very ⁵ and didn't laugh at me. After two hours I still skied ⁶ , but I was ⁷ Some boys called to me, so I began to ski ⁸ towards them.

3 Look at address a). Then correct address b).

a) Mrs M Newton,
18, Leamington Road,
Warwick,
WV6 NP2

b) mr kim young
kennedy avenue
dallas
texas
1189

D Writing

Write the end of Sam's letter.

I was halfway down the slope when it all happened:
.....
In the end, the ambulance took me back to the chalet.
.....

Best wishes,
Sam

12

Notices and Messages



A Comprehension

Match the three notices below with three of the pictures.

a)

Urgent!
Headmaster wants to
see pupil who left
'Super Strong Glue'
on chair.

b)

English Exam
English exam starts 10am,
Monday April 23

Coach Trip
Coach leaves 9.30am.
Please bring ticket

Now cross out the unnecessary words in these sentences.

- c) The theatre club wants a young man to be a gorilla!
- d) The Summer Dance starts at 8 pm on Thursday.
- e) The tennis club meets at 3 pm on Saturdays.

2 Do you understand these notices? Imagine you are speaking to someone. Make sentences.

- a) Children! Do not leave money in classroom.
Don't leave your money in the classroom.
- b) Telephone out of order. Use phone in office.
- c) Put empty Coca Cola cans in recycling bins.
- d) Have gone to cinema. Dinner in fridge.

B Vocabulary

Match the headings and the notices.

- a) For Sale! → Cat called Tobias
- b) Wanted! → Computer: Only £200
- c) Lost! → Please use another machine.
- d) Out of order! → Guitarist for pop group

C Prepare for writing

1 In notices and messages, we only write important information. Look at the examples below.

- a) The coach leaves ~~at~~ 9.30 → Coach leaves 9.30
- b) Your English exam starts ~~at~~ 10 am on Monday, April 23 → English exam starts 10 am, Monday, April 23

D Writing

Write messages for these situations.

- a) You have gone to your friend Tanya's house to watch the football. Leave a note for your friend Paul.

Paul
Have gone to Tanya's to watch football.

- b) Your grandmother phoned to speak to your mum. Her plane arrives at 6 am tomorrow. Leave a note for your Mum.
- c) You have gone to the dentist. You will see your friend, Maria, later.



Some people imagine this spider is nice
She loves little flies and she's so kind to mice!
She's an excellent cook and when she is free
She invites all her neighbours back home to have tea.

But spiders (and people) can often surprise you.
We all have our secrets. Don't you? (I know I do!)
This spider just waits for her husband to visit
And then bites his head off (in less than a minute).

Now we can all learn from that bad spider's life.
Take care who you choose for your husband or wife!
Don't run to get married, just think what you've read,
Make your sweetheart your friend – and please *use your
head!

A Comprehension

- a) Why is the spider unusual in verse 1?
- b) How does this spider kill her husband?
- c) What does the poem say you must do before you get married?

B Vocabulary

Some lines in poems rhyme : they end with words that sound similar. In the spider poem 'nice' rhymes with 'mice'. Can you find other words that rhyme?

a) free	rhymes withtea.....
b) life	rhymes with
c) read	rhymes with
d) you	rhymes with

C Prepare for writing

Fill the blanks in this poem with lines from the box.

- a) A great white shark was passing by!
- b) Our teacher took us to the sea,
- c) That's why we call him 'Superteach'!
- d) (Our other teachers leave us snoring!)

We have a teacher in our school
And we all think he's really cool.
He's always kind, he's never boring
(Our other teachers leave us snoring!)

We had a fright the other day
(It was the summer holiday)

Twenty three children, including me.
We went to swim, then heard a cry.

Our teacher caught it from the beach,

D Writing

1 Use these words to write a poem in your notebook.

I / know / a boy / who / think / he be / a cat.

I know a boy who thinks he's a cat.

He / go out / every night / and / catch / rat.

He may get / shock / when he / go out tonight
and his neighbour's new dog / give / him / quick bite!

2 Poems don't have to rhyme. Look at this poem.

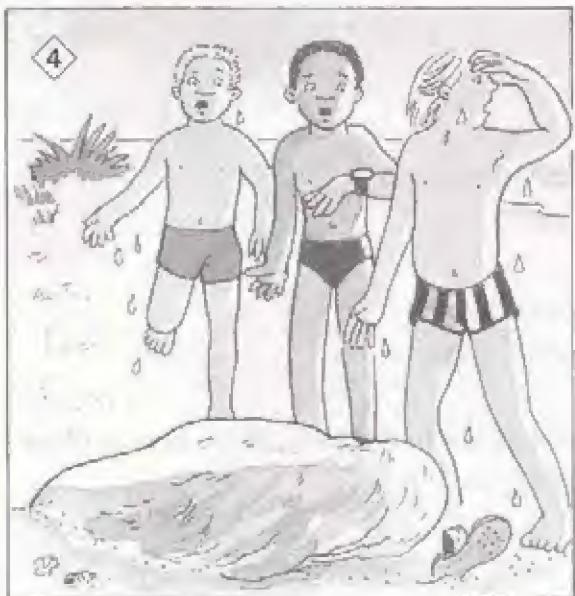
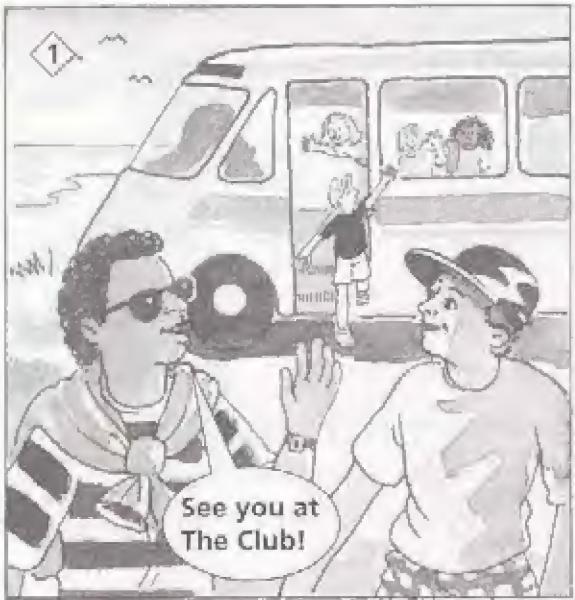
Night

Night has long black fingers.

They reach out and try to catch you when you are alone.

How do you feel when you are in the dark? Write two or three lines about it. Write a title too.

14 Seaside Fun



A Comprehension

- a) Where did the boys arrange to meet their new friends?
- b) Where did they swim?
- c) What happened to their clothes?
- d) What did they wear to the disco?

B Vocabulary

Which of these were the boys definitely not wearing that day?!

tracksuit blouse swimming trunks waistcoat skirt
baseball cap trainers bikini

C Prepare for writing

Replace the words in *italics* with 'they', 'them', 'their', 'it'.

- a) Jim and his friends were at the bus stop. *Jim and his friends* saw some pretty girls.
They saw some pretty girls.
- b) The boys arranged to meet the girls later that evening at 'The Club' disco. *'The Club'* was the most elegant disco in town.
- c) The boys got off the bus at a quiet place. *The place* was near a beach where the boys could swim.
- d) The boys had a good time in the water. But when *the boys* came out, *the boys'* clothes were not there!
- e) Very embarrassed, the boys arrived at the disco. *The disco* was full of people!

D Writing

Jim is writing a letter about the afternoon. There is a new paragraph for each topic in the story. What is the best order for the paragraphs?

dogs steal our clothes

at the disco

a nice swim

the bus stop

Now write Jim's letter. Remember to start a new paragraph for each topic in the story.

The Manor
Slapton
SL3 5PJ
16 May, 199-

Dear Bill,

A funny thing happened to me and my friends last week.....

.....
We got off the bus at a quiet place.....

.....
After about half an hour, we came out of the sea and looked for our clothes.....

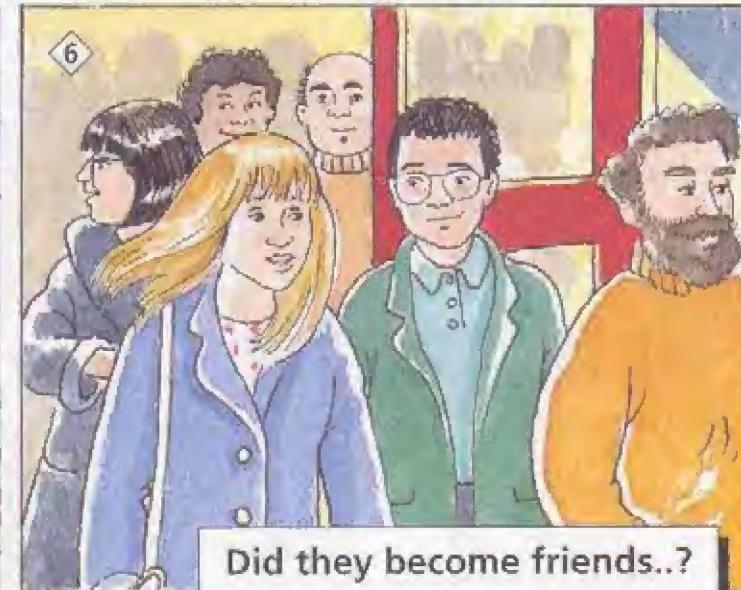
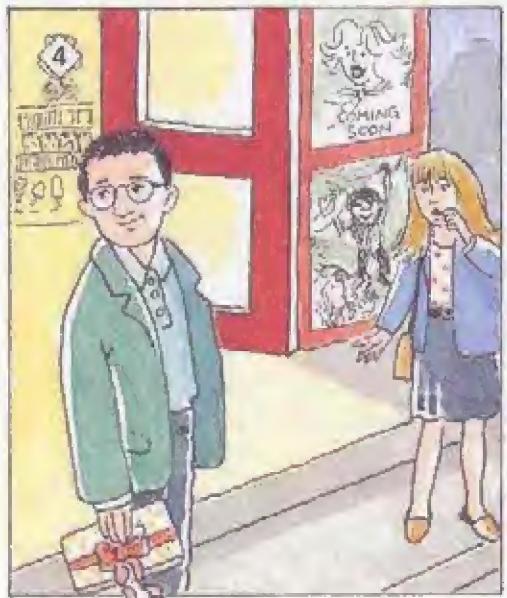
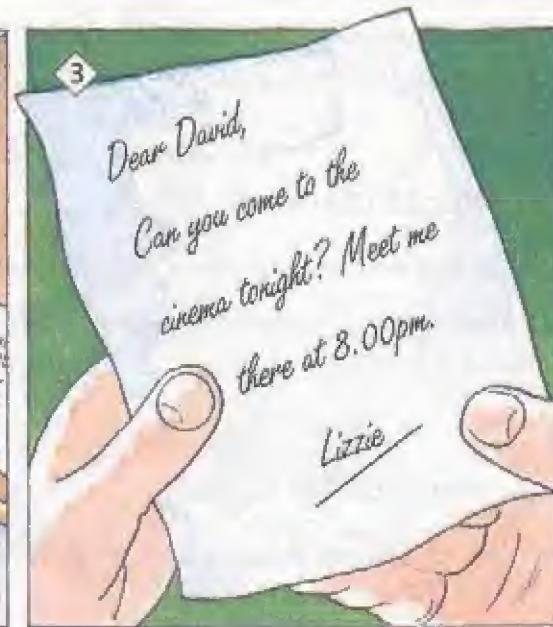
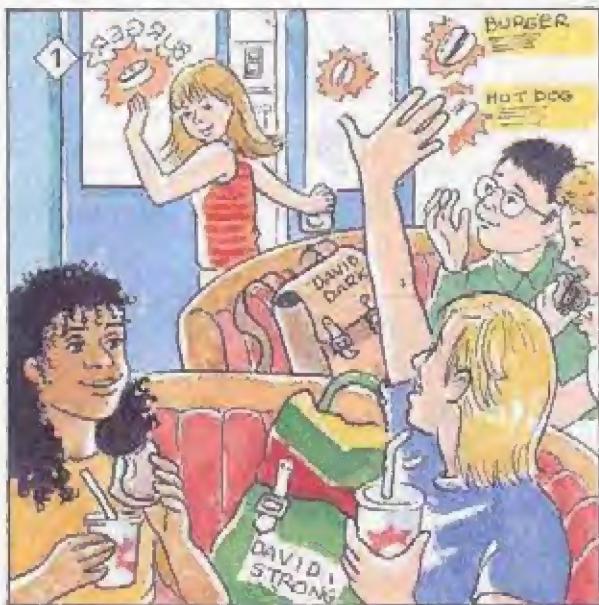
.....
We walked to the disco.....

.....
Well, that's all for now.

Write soon!

Love,

Jim



A Comprehension

- Picture 1. Where did Lizzie first see David Strong? What did she write next day?
- Why did the wrong boy take the invitation?
- How did Lizzie feel when she saw the other David outside the cinema?
- Where did they go? What happened next? Was the evening a disaster or did they become friends?

B Vocabulary

Which adjectives describe a) David Strong? b) David Dark?

tall	a	sporty	serious-looking
slim	b	short	well-built
fair		dark	long-haired
strong			

C Prepare for writing

1 Each new 'step' in a story needs a new paragraph. This is a plan of Lizzie's story. Look at the pictures and put the six steps in the correct order. Then add one or two steps for the end of the story.

<input type="checkbox"/> I leave an invitation.	<input type="checkbox"/> I realise the truth.
<input type="checkbox"/> Who is this?	<input type="checkbox"/> I suggest the cinema.
1 I first see David Strong.	<input type="checkbox"/> I think he likes me!

2 This is David Dark's story. Put the paragraphs in order.

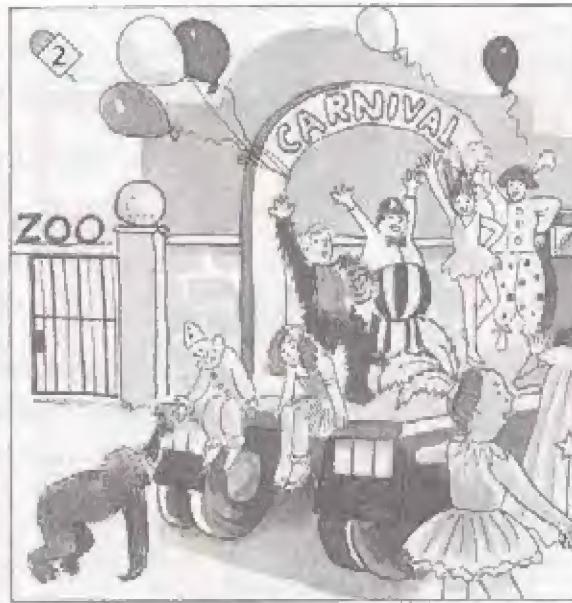
- That night I got to the cinema an hour early because I was so excited.
- Then I realised! The note was not for me. It was for David Strong – another boy in our class!
- At last I saw Lizzie – but she was not very pleased to see me.
- I tried to speak to her after our meal but there was no time. However, I waved to her as she left and I thought she smiled and waved to me!
- There was a note on the school noticeboard next morning. I was sure it was from Lizzie so I couldn't wait to open it. It was an invitation to the cinema!
- 1** I was sitting in McDonald's the other day when something nice happened. The door opened and Lizzie walked in!

D Writing

What do you think happened after Lizzie and David left the cinema? Write the end of the story.

They said 'Hello' and went into the cinema.

16 Gorilla at the Party



A Vocabulary

Can you find these things in the pictures?

a cage a carnival costume a keeper
chains a gorilla bars

B Comprehension

- a) How did the gorilla get out of the cage?
- b) Who did it meet in the street?
- c) When did people realise that the gorilla wasn't human?
- d) What happened when the keepers came?

C Prepare for writing

1 The first paragraph of a story is very important. If it is not interesting nobody reads it!

Choose the most interesting sentence, a) or b), and write the first paragraph of the story.

- a) 'Gorgeous', the gorilla got out of his cage yesterday and had the best day of his life!
- b) A gorilla got out of its cage yesterday.

- a) The keeper left the door open.
- b) Jim, the young keeper, was dreaming and left the door open.

- a) Soon, 'Gorgeous', the gorilla, was in the street, where he met a group of young men at a carnival.
- b) 'Gorgeous' met a group of young men at a carnival.

- a) He followed them to a party.
- b) He followed them to a big house where there was a party.

2 Find thirteen mistakes in the verbs and punctuation of these two paragraphs.

At the party, 'Gorgeous' dance and played. Nobody noticed he wasn't human. They thought he was a guest who having a good time. But when the gorilla swung on the light, they know! one of them ran to the telephone and ring the zoo.

a short time later, two keepers arrive. they took the first gorilla they saw and quickly throw a large sack over its head and body. They puts it in a van, then they drive back to the zoo.

D Writing

Now write the final paragraph of the story. It must be as interesting as the first paragraph!

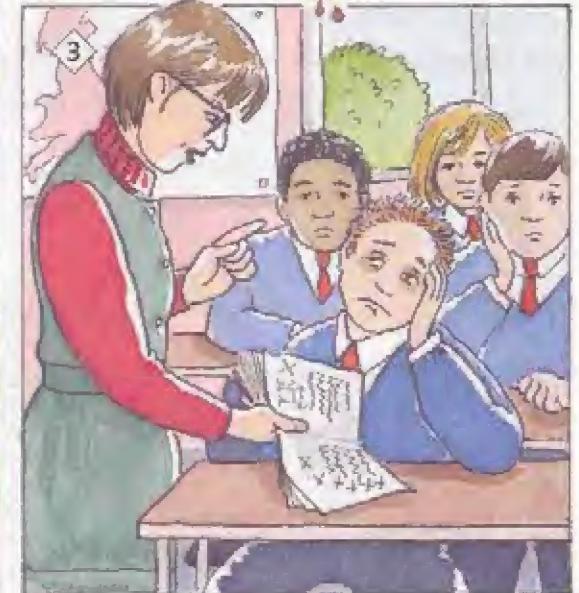
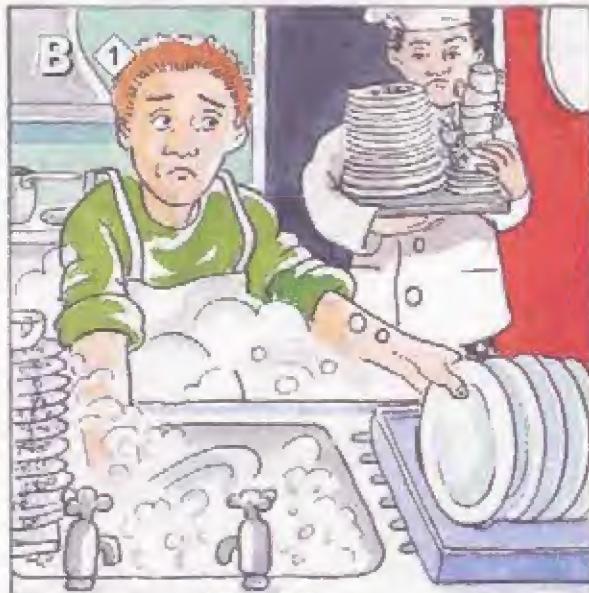
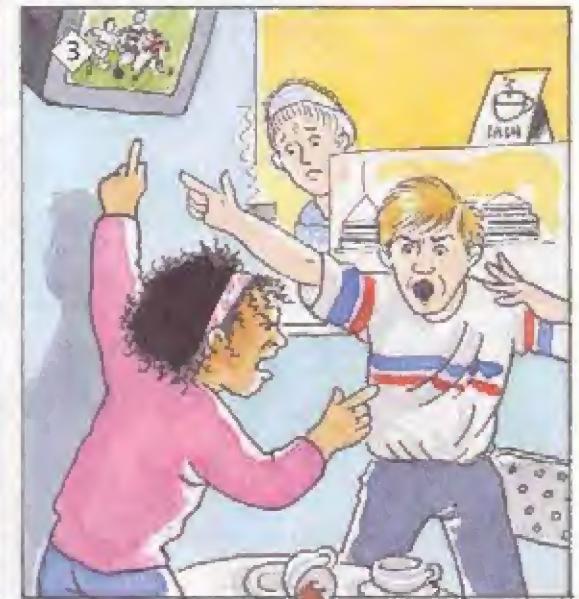
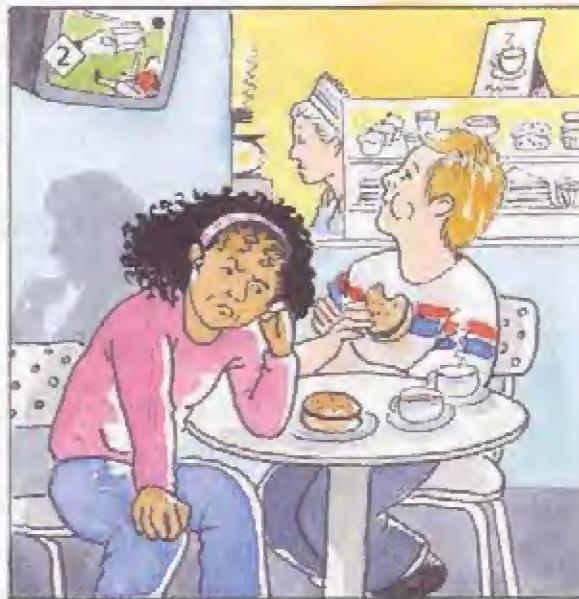
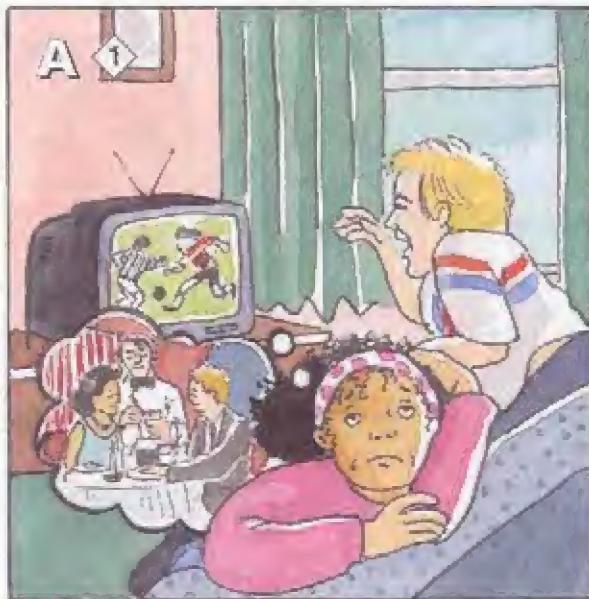
Where did the keepers put the young man? How did he feel?
What did the gorillas in his cage do?
How did he get out?

What happened to Gorgeous, the real gorilla?

Then they drove back to the zoo.

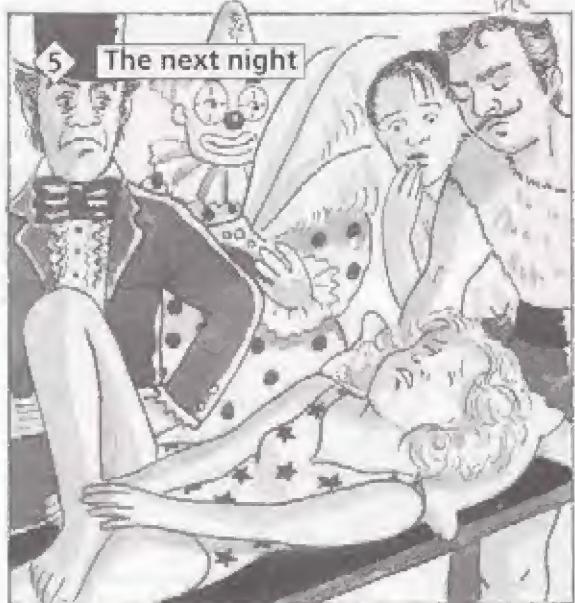
17

Have You Got a Problem?



18

Life With the Circus



A Vocabulary

Find these people / things in the pictures and write the words in the correct boxes.

a trapeze artist a clown a big top
a circus ring a safety net

2 Look at this plan of Anna's story. What is the topic of paragraph 3?

paragraph 1	growing up with the circus
paragraph 2	Anna's secret dream
paragraph 3	????
paragraph 4	her plans for the future

B Comprehension

- What does Anna have to do in the evenings?
- What does she really want to do?
- What does she do when the circus is empty?
- What did the trapeze artist do last week? What happened next?

3 Use these notes to make sentences for the first paragraph of Anna's story.

Anna
Is 13 years old and has just become star.
Has been with circus since mother died. Lives with little brother and big dog. Usually has to clean circus ring and feed animals. But also has secret dream.

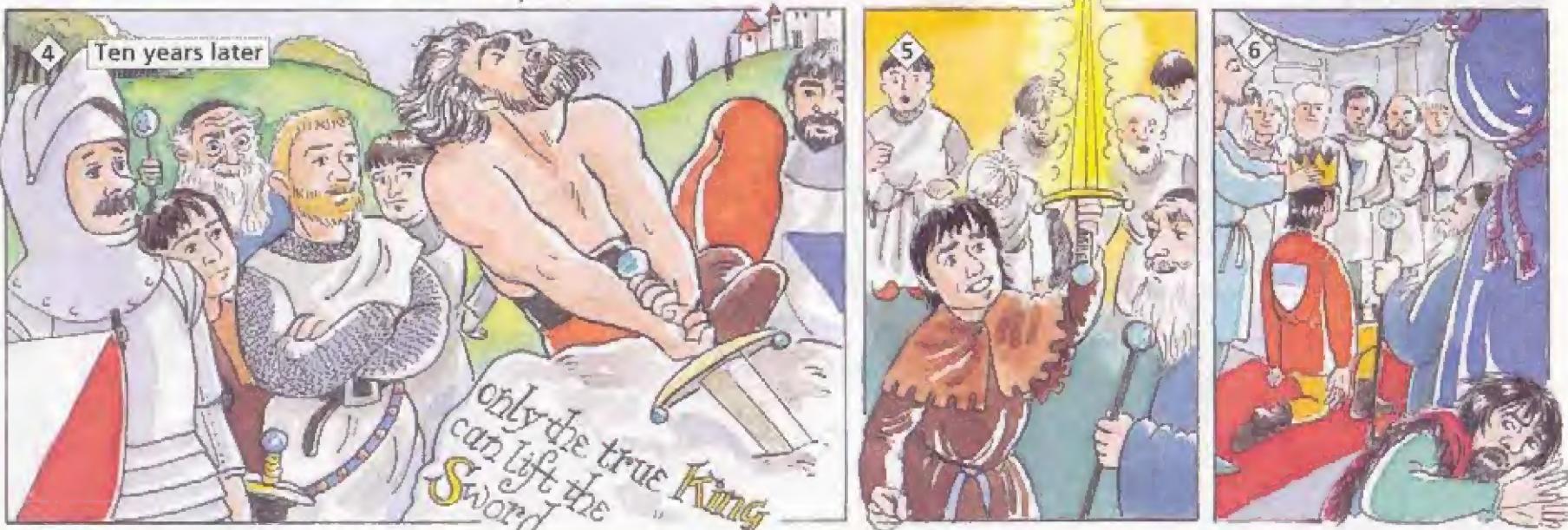
Anna is 13 years old and she has just become a star.....

D Writing

Now use the plan in Exercise C2 to write Anna's story.
Remember to start each paragraph with a topic sentence. Draw some pictures, too.

Now imagine you are Anna. Answer the questions.

19 King Arthur



A Vocabulary

Can you find these things in the pictures?

a crown a knight a magician a stone a shield
a sword armour

B Comprehension

- Who was Arthur's teacher when he was young?
- What could he do?
- What sort of man was king at that time?
- What did the writing on the stone say?
- What happened when Arthur took the sword?
- What happened to Arthur then?

C Prepare for writing

1 Punctuate the paragraph with capital letters, full stops (.) and commas (,).

This story happened many years ago in those days soldiers wore armour and fought with swords they were called knights the country had a bad king the people wanted a new one to bring peace to their country a legend said that only one man could lift the sword from the magic stone that man would be their new king

2 Join these short sentences to make longer, more interesting sentences.

- Knights wore armour. The armour was to protect them.
Knights wore armour to protect them.
- Magicians made magic. The magic was to help people.
- People had horses. The horses were to ride.
- Towns had a city wall. The wall was to protect them.

3 Make sentences. Here are some words to help you.

When / Arthur / young / he / not know / he / be / prince.

When Arthur was young he didn't know he was a prince.

He / have / teacher. / Teacher / be / magician.

When / Arthur / grow up, / Merlin / take / him / to see / sword / in / magic stone. Arthur / lift / sword. When / people / see this, / they / make / him king.

4 Plan Arthur's story. Match the paragraph and the topic.

paragraph 1	Arthur is king
paragraph 2	Merlin and young Arthur
paragraph 3	the mystery of the sword in the stone

D Writing

Write about a story you know. Use the simple past tense. Plan the paragraphs and the topics.

paragraph 1

paragraph 2

paragraph 3

20 Danger on the Road!



A Vocabulary

Can you find these things in the pictures?

a zebra crossing a pedestrian a junction a bend a pavement
traffic lights someone skateboarding

B Comprehension

- a) What is happening at the traffic lights?
- b) What is the dog doing?
- c) Where should the children play football?
- d) Why shouldn't the boy on the motorbike stand up?
- e) Find five more examples of dangerous situations.

C Prepare for writing

1 Join the two parts of the sentences.

- a) If you take passengers on your motorbike, go to the park.
- b) When you cross the road, always wear a seat belt.
- c) If you take your dog out, keep him on a lead.
- d) When you go out on your bike, never let them stand up.
- e) If you want to play football, make sure that you wear a helmet.
- f) When you go out in the car, remember to look in both directions first.

2 Put the words in order to make sentences.

- a) You across run never the road should.
- b) should You in the car seatbelts wear.
- c) very Be careful when the road at night you cross.

D Writing

Work in groups to make a large eye-catching poster on 'road safety'. Use your own ideas and pictures.

Try to write two sentences for each point.

Be Safe on the Road!

*Every day people die on our roads.
Follow these points and make life safer for everyone.*

1

If you ride your bike after dark, make sure your lights work. Try to wear something that shines in the dark.

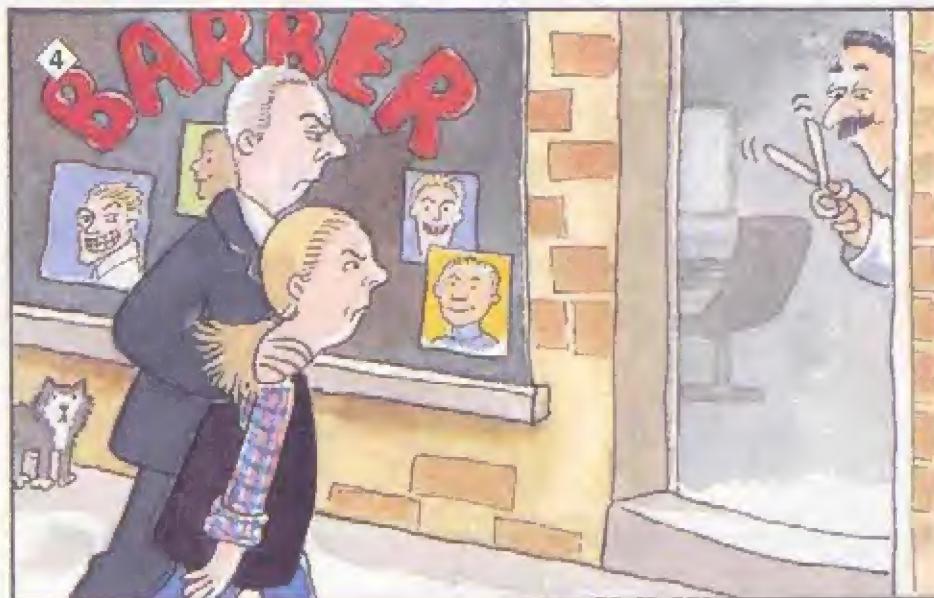
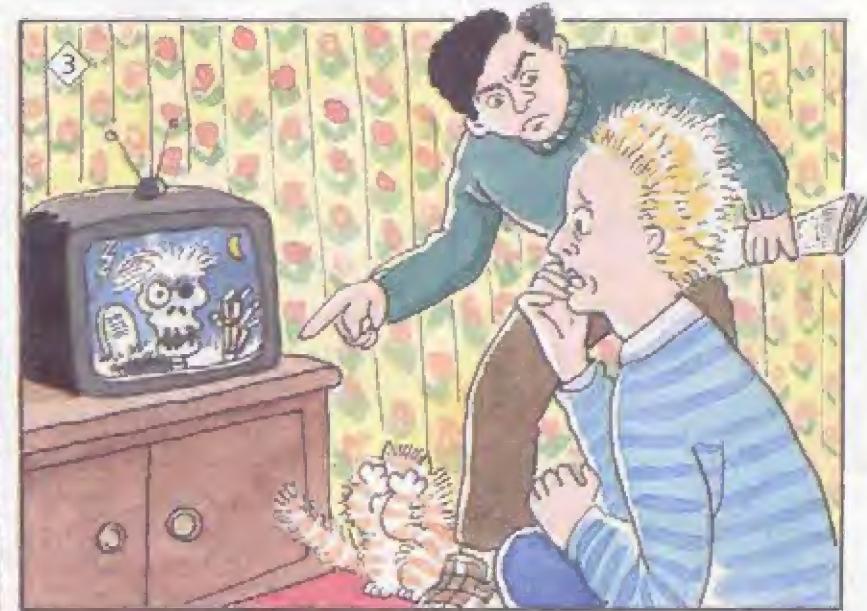
2

3

5

6

21 What do You Think?



A Vocabulary

Check the meaning of the words below. Then find two nouns, two adjectives, and two adverbs.

a bow terrified angrily sleepy a key dreamily

B Comprehension

- Why is the girl in picture 1 so tired?
- What sort of video is the boy watching? What is his father doing?
- Where is the man taking his son in picture 3? Why?
- Why can't the student go to the party?

C Prepare for writing

1 Write sentences giving your opinions about the situations in the pictures. Use these phrases.

I think / I don't think
It seems to me that / As I see it,

Picture 1:

- I think parents should let children go to bed when they like.
- It seems to me that children should be in bed before 11 pm.

2 Punctuate this text with capital letters, full stops (.) and commas (,).

As I see it studying is not always more important than parties to begin with if you know about the party a few days before you can do your homework early also your teacher sometimes gives you more time to do it finally you can get up early and do your homework before school if necessary.

3 When you make a list of reasons for your opinion, it helps to use phrases like this:

To begin with, Also, Finally,

Put these sentences in the correct order. Then write them out in one paragraph.

- I think children should go to bed when they like.
- If it's the weekend, you can often stay in bed longer the next morning.
- Some people only need five or six hours, but others need more.
- Finally, no day is the same – some days you feel tired and other days you aren't sleepy at all.
- It also depends on the day of the week.
- To begin with, everyone needs a different amount of sleep.

D Writing

Should parents: a) let children wear the clothes they like? b) let children (including boys) grow their hair as long as they like?

Talk about these questions. Write about your opinion and give your reasons. Use the new phrases you have learnt.

What do you think?

.....

22

We'd Like to Meet You



A Vocabulary

Can you find six instruments in this puzzle?

odkeyboard
trumpetiere
guitarflute
em(saxophone)

B Comprehension

- Describe the pop group. What instruments are there?
- What is the audience doing?
- Where are the security men?
- Have you been to a concert like this?

C Prepare for writing

1 Look at this formal letter. How is it different from a letter to a friend?

6 Farm Road
Manchester M12 2LR
18 August 199-

1, Chelsea Street
London N19 3LX

Dear Sir,
.....

We look forward to hearing from you.
Yours faithfully,

2 Correct the children's letter to the manager of a pop group:

- divide the letter into four paragraphs.
- find twelve mistakes in the text.

Dear Sir,

are
Next year we ~~are~~ having a special party at our school. It is our 100th
birthday! ~~are~~ writing to ask if the 'Oranges' can be our special
guests. Our headmaster asked the school to vote and 90% of the
childs wanted them. Some us want to be in a band too, so we
would like to hear how they began as group. We want to know all
about them and we want hear about their families and hobbies.
We love their songs! Our party is in January 5, in the school hall,
and all our parents and friends ~~is~~ going to be there. We also going
to invite reporter from the local newspaper. We really hope the
'Oranges' can come at our party. You can send your answer to us
headmaster as soon as possible?

D Writing

Now write a letter inviting a famous person to your school.

paragraph 1	Say why you are writing.
paragraph 2	Explain why you chose them.
paragraph 3	Say where and when you want them to come.
paragraph 4	Ask for an answer and finish your letter.

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Pictures for Writing Book 2 is supplementary material for developing pre-intermediate learners' writing skills. Features of the book include the following:

- lively picture stimuli including humour, adventure and more factual topics
- a systematic build-up of the skills needed for writing, laying important foundations for PET and FCE studies, and ranging from simple punctuation to the construction of longer compositions
- a wide variety of writing tasks, introducing learners to styles appropriate to different text types
- activities and puzzles to make learning new vocabulary and the writing process fun
- a detailed contents map of the writing skills, tasks, key vocabulary and language covered in the book

